



Why does our changing community identity matter?

Key Stage 4 Scheme of work

KS4 Key Enquiry - Why does our changing community identity matter?

NC: diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding

Lessons

Overview

Learning Questions

Concepts and skills

Activities

Resources

Differentiation

Assessment Opportunities

Take away task

1 - What is our local community and how am I part of it?

This lesson allows students to consider what identity is and the role an individual has within their community. It considers what a community is and how we can be part of multiple communities through multiple identities. Students investigate their own regions through the use of the census to better understand their own communities.

1. How can I explain what identity is?
2. What makes up my community?
3. How do I fit into my community?

Skills: critical thinking, enquiry, tackling controversial issues, oracy, discussion and debate, collaboration and teamwork, problem solving and critical reflection.
Concepts: Community Belonging Participation, Plurality, Diversity

Discussion of key issues
Self reflection on own ideas
Mind mapping ideas
Research task on the census
Interpretation of sources
Reflection

Powerpoint
Using https://www.nomisweb.co.uk/sources/census_2011 is part of the lesson. It would be beneficial to familiarise yourself with this site and potentially gather a few statistics which show information relevant to the area in which you teach.

Depth of response
Appropriate questioning

Direct questioning, through random selection of students.
Written responses
Assessment of understanding during plenary. Check, confirm, move on.

Students could be asked to draw a map of their local area and the parts they are connected to. To better understand their local areas they could investigate some of the parts they do not know much about.

2 - How and why do people migrate to and from our communities?

Students consider what migration is within this lesson and identify reasons why migration occurs with particular reference to push and pull factors. Students use statistical information to support their understanding of migration. Through use of the points based system they analyse the systems in place within the UK and debate how fair this is.

1. What is migration?
2. Why do people change communities?
3. How does the points-based system work?

Skills: critical thinking, enquiry, tackling controversial issues, oracy, discussion and debate, collaboration and teamwork, problem solving and critical reflection.
Concepts: Diversity, Rights, Identity, Agency.

Key term matching
Analysis of headlines and key terms
Discussion
Card sort
Scenario analysis
Analysis of statistical information
Continuum line

Powerpoint
Card sort: Push and Pull Factors
Summary of Human Rights

Reduce outcomes expected on activities with multiple tasks
Appropriate questioning
Demonstrate expected responses

Multiple choice questions
Discussion points
Card sort
Written responses
Plenary assessment

How do other countries deal with migration?
Students could research other countries and their approaches to migration to consider if other places have a fairer system.

3 - How has migration affected our society?

Students consider facts and figures about migration and begin to analyse the impact of migration in the UK. Students are to analyse a controversial statement to enable them to critically assess to extent of migration in the UK and consider the positive and negative impacts it has had. Students draw their own conclusions through development of their debating skills.

1. What are the key features of migration to the UK?
2. How is migration managed in the UK?
3. What are the effects of migration?

Skills: critical thinking and researching, enquiry, tackling controversial issues, oracy, discussion and debate, collaboration and teamwork, problem solving and critical reflection, evaluation,
Concepts: identity, freedom, fairness, equality

Fact checking
Debate
Information recall
Analysis of statements
Evaluation and summarising views

Powerpoint
Migration Fact Sheet
Impact of Migration card sort
Migration Debate guidance

Appropriate questioning
Demonstrate expected responses
Provide appropriate levels of structure to debate tasks
Sentence starters for written activity

Fact and statement matching
Discussion points
Card sort time allows one to one feedback.
Written responses
Plenary assessment

"If we didn't have migration then we wouldn't have..."
Students could create a collage of different elements of the UK which wouldn't be as they are today without migration.

4 - What challenges have some migrants faced when coming to the UK?

This lesson will allow students to develop an understanding of an episode of migration in our history that has affected the diversity of our communities and caused change. This involves Windrush which begins after WWII but continues to 2018. Students will be given the opportunity to explore how this example illustrates a range of political and social effects of migration on communities and UK society

1. Refugees, asylum seekers or migrants?
2. Who are the Windrush generation?
3. How were they treated at the time?

Skills: Media literacy, critical thinking, discussion
Concepts: Fairness and justice, identity, community, Human Rights, protected characteristics

Fact checking
Information recall
Class discussion
Analysis of sources
Information retrieval

Powerpoint
Windrush Source Task
Caribbean social forum worksheet
Pathe Report video clip

Appropriate questioning
Demonstrate expected responses
Provide appropriate levels of structure

True or false questions
Direct questioning, random selection of students.
Retrieval and recall from previous lessons
Guided questioning check for understanding.
Written responses
Plenary learning check

Students could go away and investigate two of the following around the Windrush Generation:
• Individual stories of a Windrush Migrant from first arrival onwards
• The reactions of the general public to Windrush when it arrived.
• The development of any legislation around Race Relations Acts
• Other groups who migrated to the UK between the 1940- - 1970's

5 - How does the law help us to maintain respect and understanding in our community?

Students will use the case study of the change in legislation in 2014 that led to the issues around citizenship and right to remain in the UK. Students will explore the development of legislation to protect rights and also what happens when legislation prevents rights being protected. They then get the opportunity to consider how different communities organise to create cohesion and understanding themselves to decrease the need for legislation.

1. How can laws change the communities we live in?
2. What laws have developed over time to ensure people are respected in our communities?
3. Do laws to protect sometimes have unintended consequences?

Skills: Critical thinking and researching, enquiry, tackling controversial issues, discussion and debate, problem solving and critical reflection.
Concepts: Human Rights, Fairness and Justice, Equality

Reflection
Clozes
Evaluation of legislation
Group discussion
Information retrieval

Powerpoint
Fill the gap worksheet
Legislation sort cards
Government Responses to Windrush
Human Rights Handout

Appropriate questioning
Demonstrate expected responses
Provide appropriate levels of structure to tasks
Cloze task with/without words

Discussion points
Guided questioning is to be used to check for understanding.
Written responses could be assessed during the lesson or more formally after the lesson.
Use of plenary to check understanding

Students could draw and annotate, or write a descriptive piece about their ideal community. Ask students to consider how it is made up and the core values within it.

6 - Does being a citizen of a country make you feel like you belong?

Students in this lesson will draw upon their knowledge from across the lessons in this series. They will analyse the concept of belonging and the importance of this within the range of communities in which they are involved. They will briefly consider what an incohesive community might be like and then assess how they might be active citizens in ensuring that communities are cohesive, allowing every citizen to have a sense of belonging.

1. What is belonging?
2. How is personal identity connected to a sense of belonging?
3. Can we improve community cohesion?

Skills: critical thinking and researching, enquiry, tackling controversial issues, oracy, discussion and debate, advocacy, campaigning, collaboration and teamwork, problem solving
Concepts: Identity, respect, community cohesion, belonging

Reflection
Anagrams and key term/definition matching
Group discussion
Presentation

Powerpoint
Community Cohesion Planning Task
Community Cohesion Pitch Voting Sheets

Appropriate questioning
Demonstrate expected responses
Provide appropriate levels of structure to tasks
Appropriate roles within presentation

Discussion points direct questioning, through random selection of students.
Peer assessment
Analysis of peers work.
Written responses could be assessed during the lesson or more formally after the lesson.
Use of plenary to check understanding

Students could be asked to create an overview of what they covered within this topic.

active citizen	A person who uses their voice and takes actions to make a positive difference in their community
barrier	Physical or political barriers that prevent a person from migrating, such as a mountain range or government policy.
belonging	The feeling of security and support when there is a sense of acceptance, inclusion, and identity for a member of a certain group
community	A group of people living in the same place or having a particular characteristic in common.
community cohesion	Working together to achieve shared goals or values
destination country	A country that is a destination for migration flows (regular or irregular)
diversity	Cultural diversity is where a society or group is made up of many different people. These people are from different countries, races and religions, and have different interests, skills and beliefs.
economic migrant	When a person moves to find work or improve their standard of living
emigration	Leaving or exiting a country in order to live and settle abroad.
equal opportunities	Allowing all people access to the same opportunities, regardless of their disability, religion, age, ethnicity, gender or sexual orientation
human rights	Basic rights and freedoms which all people are entitled to.
Identity	Who a person is, or the qualities of a person or group that make them different from others

immigration	The process of people moving from one country to another to live and work
immigration	Coming into another country to live permanently
inclusion	Being wholly part of a group and/or activity
migration	The movement of people between different countries or communities for a wide range of reasons.
migration	Migration is the movement of people from one place to another.
persecution	The act of treating somebody in a cruel and unfair way, especially because of their race, religion or political beliefs
plurality	The existence of different types of people, who have different beliefs and opinions, within the same society
population	All the inhabitants of a particular place or region
pull factors	A positive, motivating cause that attracts a person to move from one region or country to another.
push factors	Negative things that make people want to leave an area e.g war
refugee	A person who has been forced to leave their country in order to escape war, persecution, or natural disaster
refugee	Refugees are people who have fled war, violence, conflict or persecution and have crossed an international border to find safety in another country.